

AGENDA ITEM: 1.0

SUBJECT: Adoption of agenda

RECOMMENDED ACTION: Adopt the May 16-17, 2005, agenda as presented and/or amended.

AGENDA ITEM: 2.0

SUBJECT: Approval of minutes

RECOMMENDED ACTION: Approve the March 21-22, 2005, meeting and public hearing minutes as written and/or amended.

AGENDA ITEM: 3.0

SUBJECT: Education Service Agencies Update

BACKGROUND INFORMATION: The department will give an update on the Education Service Agencies.

RECOMMENDED BOARD ACTION: No action necessary; information item only.

SUBJECT: Title II monitoring review update

BACKGROUND INFORMATION: The U.S. DOE monitored the department's Title II program on November 8-10, 2004. The two specific purposes of the review were:

- To evaluate the state's progress on meeting the ESEA's highly qualified teacher (HQT) requirements, and
- To ensure that ESEA Title II, Part A funds being used by the state education agency, selected school districts, and the State Agency for Higher Education (SAHE) are being used to prepare, retain, and recruit high-quality teachers and principals.

There were a number of requirements that were met and accepted, as well as some findings and commendations. The department will present to the board the results of the monitoring and the department's responses to the U.S. DOE.

RECOMMENDED BOARD ACTION: Information only; no action necessary.

AGENDA ITEM: 5.0

SUBJECT: Praxis testing review

BACKGROUND INFORMATION: The new requirements for Praxis II testing go into effect July 1, 2005. Educational Testing Services (ETS) has worked with the department over the past two years to validate the content and pedagogy tests the state will be using. With the rollout of the implementation of the tests, ETS will be a key partner in the success of teacher test takers. Representatives from ETS will give a brief presentation regarding the Praxis II tests and will field questions.

RECOMMENDED BOARD ACTION: Information only; no action necessary.

SUBJECT: Discussion of possible changes to renewal credits for speech/language pathologists

BACKGROUND: Since September 2000, a Master's Degree or a Master's equivalency has been the entry-level degree requirement for speech/language pathologists (SLPs) in South Dakota schools. In South Dakota, advanced-level college credit courses specific to the practice of speech/language pathology are limited. Only one graduate-level training program for SLPs exists in South Dakota, at the University of South Dakota. This program's primary focus is to train new SLPs, rather than to provide advanced-level continuing education opportunities for those already in the field. Most graduate-level courses in speech/language pathology offered by USD have already been taken by practicing speech/language pathologists as part of their Master's degree requirement prior to entering the field.

Traditionally, SLPs in South Dakota who hold Master's degrees have used American Speech-Language and Hearing Association (ASHA) continuing education units to meet renewal requirements. This allows them to attend continuing education workshops throughout the nation and to participate in videoconferences and teleconferences featuring nationally recognized experts in the field of speech/language pathology. In this way, SLPs gain the specialized skills needed to treat the increasingly complex communication and swallowing disorders seen in our public schools. These courses are not typically offered for college credit. Courses offered for ASHA CEUs must meet strict guidelines. The content and learning outcomes must be related to the sciences of speech/language pathology, audiology, speech/language/hearing sciences or the contemporary practice of speech/language pathology and audiology. In addition, the content and level of the course must be beyond that required for initial certification by ASHA and must contribute to the acquisition of new skills and knowledge.

A change in requirements for teacher certificate renewals in South Dakota that would limit the use of CEUs for renewal credit would discourage SLPs from attending advanced-level continuing education courses that are specific to the practice of speech/language pathology, but are not being offered for college credit. Allowing SLPs to use ASHA CEUs to fulfill all of the credits needed for teacher's certificate renewal would encourage SLPs to pursue advanced level, high quality continuing education courses that are specific to the practice of speech/language pathology, rather than those geared toward general education.

RECOMMENDED BOARD ACTION: Discuss the possibility of modifying renewal credit requirements for speech/language pathologists to recognize ASHA CEUs (1 CEU = 10 contact hours) as being equivalent to college credit at a rate of 1.5 CEUs per semester credit hour for the purpose of teacher certificate renewal for "402 Speech/Language Pathologist."

AGENDA ITEM: 7.0

SUBJECT: Discussion on new high school graduation requirements

BACKGROUND: Steve Owen has requested an opportunity to have a dialogue with the board about the new high school graduation requirements.

RECOMMENDED BOARD ACTION: No action necessary; information item only.

AGENDA ITEM: 8.0

SUBJECT: Pheasantland Industries Braille textbook production facilities tour

BACKGROUND INFORMATION: The board will tour the Pheasantland Industries Braille textbook production facilities at the state penitentiary in Sioux Falls.

RECOMMENDED BOARD ACTION: Information only; no action necessary.

SUBJECT: Request approval of South Dakota State University teacher education program

BACKGROUND: Under prior administrative rule, once every five years (now every seven years), institutions and programs providing teacher education programs were to be reviewed and were subject to approval by the South Dakota Board of Education.

The State/NCATE team conducted an on-site review of the South Dakota State University (SDSU) teacher education program from November 13-17, 2004. The state visitation team of twenty-eight educators from the K-16 public and private institutions across the state and representatives from the department collaborated in reviewing the teacher education program and in writing the final report.

Included in this packet is:

- A list of state team reviewers,
- The introduction to the state team report,
- The summary of findings,
- The follow-up letter explaining the decision by the state team after consideration of the rejoinder from SDSU, and
- The letter explaining the decision of the NCATE Unit Accrediting Board at their March 2005 meeting.

The full State Team and NCATE reports are available for your review upon request.

RECOMMENDED BOARD ACTION: The Department of Education respectfully recommends that accreditation be continued at the advanced preparation level and at the initial preparation level, to include monitoring of remaining Met with Weakness standards in the Birth Through Preschool Education and Language Arts programs. The following programs are being recommended for approval, with the next full on-site visit of both levels scheduled to take place in fall 2010:

24:16:08:01 Birth Through Preschool Education
24:16:08:03 Birth Through Age Eight Early Childhood
24:16:08:11 7-12 Secondary Education with 5-8 Middle Level
24:16:08:12 Language Arts Education
Drama/Theater
English Education (composition/literature/speech)
Mass Communication
Speech/Debate

24:16:08:14	7-12 Mathematics Education
24:16:08: 16	7-12 Science Education
	Biology
	Chemistry
	Physics
24:16:08:18	7-12 Social Science Education
	Economics
	Geography
	History
	Political Science
	Psychology
	Sociology
24:16:08:20	7-12 Vocational Technical Education
24:16:08:22	7-12 Agriculture Education
24:16:08:25	7-12 Home Economics/Family and Consumer Science Education
24:16:08:30	K-12 Education with 5-8 Middle Level
24:16:08: 31	K-12 Art Education
24:16:08:38	K-12 Music Education
	Composite
	Vocal
	Instrumental
24:16:08:40	K-12 Physical Education
24:16:08: 48	K-12 World Language Education
	French
	German
	Spanish
24:16:08: 52	K-12 Reading Specialist Program
24:16:09:01	Preschool through grade eight or 7-12 Principal Program
24:16:10:01	Preschool through grade 12 School Counselor Education

SUBJECT: Request approval of University of South Dakota teacher education program

BACKGROUND: Under prior administrative rule, once every five years (now every seven years), institutions and programs providing teacher education programs were to be reviewed and were subject to approval by the South Dakota Board of Education.

The State/NCATE team conducted an on-site review of the University of South Dakota (USD) teacher education program from October 16-20, 2004. The state visitation team of twenty-eight educators from the K-16 public and private institutions across the state and representatives from the department collaborated in reviewing the teacher education program and in writing the final report.

Included in this packet is:

- A list of state team reviewers,
- The introduction to the state team report,
- The summary of findings,
- The follow-up letter explaining the decision by the state team after consideration of the rejoinder from USD, and
- The letter explaining the decision of the NCATE Unit Accrediting Board at their March 2005 meeting.

The full State Team and NCATE reports are available for your review upon request.

RECOMMENDED BOARD ACTION: The Department of Education respectfully recommends a seven-year approval to the University of South Dakota teacher education programs with the next on- site review scheduled for fall 2010 which is seven years after the originally scheduled fall 2003 visit. The following programs are being recommended for approval:

24:16:08:05	K-8 Elementary Education with 5-8 Middle Level
24:16:08:11	7-12 Secondary Education with 5-8 Middle Level
24:16:08:12	Language Arts Education
	Drama/Theater
	English Education (composition/literature/speech)
	Speech/Debate
24:16:08:14	7-12 Mathematics Education
24:16:08: 16	7-12 Science Education
	Biology

	Chemistry
	Physics
	Earth Science
24:16:08:18	7-12 Social Science Education
	History, Political Science
	Political Science
24:16:08:30	K-12 Education with 5-8 Middle Level
24:16:08: 31	K-12 Art Education
24:16:08:36	K-12 Educational Technology Endorsement
24:16:08:38	K-12 Music Education
	Composite
	Vocal
	Instrumental
24:16:08:40	K-12 Physical Education
24:16:08:45	K-12 Special Education (General)
24:16:08: 48	K-12 World Language Education
	French
	German
	Spanish
24:16:08: 52	K-12 Reading Specialist Program
24:16:09:01	Preschool through grade eight or 7-12 Principal Program
24:16:09:02	Preschool through grade 12 Career Superintendent Program
24:16:09: 04	Birth to age 21 Special Education Director
24:16:09:05	Preschool through grade 12 Curriculum Director Program
24:16:10:01	Preschool through grade 12 School Counselor Education
24:16:10:03	Birth to age 21 School Psychologist Education
24:16:10:05	Birth to age 21 School Speech/Language Pathologist Education
	Secondary Education Master's Plus (Certification Only Program)
	English Biology
	Chemistry Mathematics
	French Earth Science
	German Political Science
	Speech Spanish
	History Physics

AGENDA ITEM: 11.0

SUBJECT: Teach For America update

BACKGROUND INFORMATION: The Teach For America corp member teachers have completed their first year. Corp members will be present to discuss the successes and challenges associated with their first year as new teachers.

RECOMMENDED BOARD ACTION: Information only; no action necessary.

AGENDA ITEM: 12.0

SUBJECT: First reading – chapters 24:05:25 Evaluation and placement procedures, 24:05:27 Individual educational program, and 24:05:30 Procedural Safeguards

BACKGROUND INFORMATION:

The department is proposing amendments to special education administrative rule chapters 24:05:25 Evaluation and placement procedures, 24:05:27 Individual educational program, and 24:05:30 Procedural Safeguards. These amendments will bring the state requirements in line with changes to the recently reauthorized federal law, the Individuals with Disabilities Education Improvement Act of 2004.

On December 3, 2004, President Bush signed H.R. 1350, now known as the Individuals with Disabilities Education Improvement Act of 2004, into law. With this act, the reauthorization of federal special education law has been completed.

One of the changes seen with this reauthorization is a significant attempt to reduce unnecessary paperwork and processes. The new law provides several opportunities for local school districts to eliminate complicated content and repetitive meetings, however, state administrative rules are still in place. To allow school districts to take advantage of these improvements, administrative rules must be aligned to the federal law.

These are not the only changes the department will be bringing forward to respond to the reauthorized act; however, they are some of the most critical and most directly related to the delivery of services for students in need of special education.

RECOMMENDED BOARD ACTION: The department requests board approval to move chapters 24:05:25 Evaluation and placement procedures, 24:05:27 Individual educational program, and 24:05:30 Procedural Safeguards to public hearing at the July board meeting.

AGENDA ITEM: 13.0

SUBJECT: First Reading – section 24:15:03:05 Fee for a South Dakota certificate

BACKGROUND INFORMATION: Certification fees have remained static for the past five years. South Dakota's application fees are much lower than many other states fees, including those of surrounding states (see handout). The department will propose an increased fee of \$50 across the board because, regardless of the length of time certificates will be valid, it takes the same amount of time and work to process each one.

Certification fees are placed into an institutional fund that is very specific in its use:

13-42-5.1. Use of institute funds--Vouchers and warrants. The state institute fund formerly provided for by § 13-42-5 shall be used for the purpose of writing and publishing bulletins, accreditation rules, and materials essential to the school systems of this state and as otherwise may be provided by law; and the state institute fund is hereby appropriated for such purposes and shall be paid out upon warrants drawn by the state auditor on duly itemized vouchers approved by the secretary of the Department of Education.

Source: SDC 1939, § 15.3716; SL 1939, ch 48; SL 1947, ch 76; SL 1955, ch 41, ch 16, § 4; SDC Supp 1960, § 15.3804; SDCL, § 13-44-5; § 13-42-5, as added by SL 1973, ch 93, § 2; SL 1975, ch 128, § 297; SL 2003, ch 272, § 63.

The department plans to draft legislation that would rework the use of the institutional fund to expand the fund to support the training of accreditation teams for on-site accreditation reviews.

RECOMMENDED BOARD ACTION: The Department of Education requests board approval to move section 24:15:03:05 Fee for a South Dakota certificate to a public hearing at the July 2005 meeting.

SUBJECT: First Reading – section 24:15:04:06 Renewal process

BACKGROUND INFORMATION: At the request of the Board of Education and as a result of a number of concerns from teachers, the department will present amendments to the certificate renewal requirements that will go into effect October 1, 2005. After October 1, teachers will be required to obtain six hours every five years to renew their certificates. The proposed amendment will require teachers to obtain a minimum of three hours of transcribed credit.

Under the current rule, teachers who have advanced degrees are required to take and pay for university credits to meet renewal requirements; because these teachers have no need for further university credits as they have already obtained high-level degrees. Additionally, once teachers have obtained advanced degrees, it becomes difficult to find specific university-level courses in appropriate content areas.

The proposed changes to 24:15:03:06 Renewal process will allow teachers with advanced certification or advanced degrees to renew their certificates with six hours of credit in any combination of the following:

- (a) Six semester hours or nine quarter hours from an accredited postsecondary institution;
- or
- (b) Six renewal credits approved by the department; or
 - (c) Nine continuing education units (CEUs); or
 - (d) A combination of the above equivalent to six semester hours.

Advanced certification and advanced degrees will include National Board Certification, master's degrees, specialist degrees, and doctoral degrees.

RECOMMENDED BOARD ACTION: The Department of Education requests board approval to move section 24:15:04:06 Renewal process to a public hearing at the July 2005 meeting.

SUBJECT: First Reading – section 24:15:02:08 State certification exam requirements, chapter 24:15:03 Applications for Certificates, and chapter 24:15:06 Requirements for education endorsement programs

BACKGROUND INFORMATION: As the new requirements for teacher certification testing get closer, the department has had to make a number of decisions specific to how the tests will be used to add authorizations to a certificate. The department has discussed testing options with the Education Discipline Council, the South Dakota Association of Teacher Education, and other states that use testing to add authorizations to a certificate.

Currently, administrative rule allows teachers to add authorizations by either completing coursework and gaining validation by taking the test or by passing only the Praxis content test.

The proposed rule amendments lay out the following options:

- 1) The addition of a 7-12 authorization to a K-8 certificate.
 - a. Many teachers hold a K-12 authorization although initial preparation is at one level or the other.
 - b. Many teachers have the middle school authorization but are not able to teach even 9th grade math.
 - c. Special education teachers with a K-12 professional preparation need to be able to take tests at the 7-12 level to add additional content to their certificate for the purposes of highly qualified status.
 - d. For purposes of highly qualified, the defining factor is content knowledge, which may be validated with a passing test score.
- 2) The alliance for teachers to add the middle school endorsement with a choice of coursework or passing the Praxis pedagogy test.
- 3) The alliance for teachers with a major in one of the social science or in the science content areas to then take the generalist (composite) test to be able to add the other authorizations on the certificate.
- 4) The clarification that teachers wanting to add the Birth through Pre-School Education Authorization or the Birth through Pre-School Special Education Authorization may not be added by a test score alone.

RECOMMENDED BOARD ACTION: The Department of Education requests board approval to move section 24:15:02:08 State certification exam requirements, chapter 24:15:03 Applications for Certificates, and chapter 24:15:06 Requirements for education endorsement programs to a public hearing at the July 2005 meeting.

AGENDA ITEM: 16.0

SUBJECT: Local education agency consolidated grant applications for the Elementary and Secondary Education Act (ESEA) discussion

BACKGROUND: Board member Jack Broome has requested a discussion item regarding LEA consolidate grant applications for the ESEA.

By July 1 of each year, school districts are required to submit their LEA consolidated grant applications to the state Department of Education in order to receive their No Child Left Behind Act title funds.

RECOMMENDED BOARD ACTION: No action necessary; information item only.

SUBJECT: Public hearing – Revised extended content standards for students with severe cognitive disabilities

BACKGROUND INFORMATION: The Board approved extended standards for students with severe cognitive disabilities at its September 2004 meeting. These standards were put into effect at the start of the 2004-05 school year and are the basis for the current alternate assessment. When the standards were originally approved, it was explained that the standards would require additional specification and that they would be brought to the board again once that additional work was completed. The No Child Left Behind Act requires that the alternate assessment be aligned to alternate achievement standards specific to each grade 3-8 and 11.

Teacher workgroups that included reading and math general classroom teachers and special educators met in February and March to develop extended standards for reading and math at each of the specific grade levels, K–12. Performance descriptors, one of the components of alternate achievement standards, are also being developed, as required. These extended standards and alternate achievement standards will be the basis for the revised alternate assessment, which is scheduled to be implemented in the fall of 2005.

The alternate academic standards and corresponding assessments are designed to meet the requirements of NCLB and will be presented to the U.S. Department of Education as evidence for the Title I Peer Review of state standards and assessments. All states must be in full compliance with the requirements of Title I, Part A of NCLB by July 1, 2006.

The extended content standards for students with severe cognitive disabilities have been out for public comment. Board approval of the standards would allow the department to proceed with setting alternate achievement standards and with the inclusion of students taking the alternate assessment in adequate yearly progress calculations.

The extended standards are available online at
<http://doe.sd.gov/contentstandards/extendedstandards/index.asp>.

RECOMMENDED BOARD ACTION: The Department of Education requests board approval of the revised extended content standards for students with severe cognitive disabilities.

AGENDA ITEM: 18.0

SUBJECT: Department logo and communications plans update

BACKGROUND INFORMATION: Communications Director Mary Stadick-Smith will present the department's new logo to the board and give an update on the department's communications plans.

RECOMMENDED BOARD ACTION: No action necessary; information item only.

AGENDA ITEM: 19.0

SUBJECT: No Child Left Behind Act update

RECOMMENDED BOARD ACTION: No action necessary; information item only.

AGENDA ITEM: 20.0

SUBJECT: 2010 Education Initiative update

BACKGROUND: Secretary Rick Melmer will review the status of the 2010 Education Initiative.

RECOMMENDED BOARD ACTION: No action necessary; information item only.

AGENDA ITEM: 21.0

SUBJECT: Secretary's report

BACKGROUND: Secretary Rick Melmer will review the following topics:

- State Aid Study Committee
- Native American Summer Session
- Native American Summit

RECOMMENDED ACTION: No action necessary; information item only.

AGENDA ITEM: 22.0

SUBJECT: Public hearing – Mathematics content standards revision

BACKGROUND INFORMATION: The department has been made aware that the new mathematics content standards contain an error. At the time the final document was created, some of the performance descriptors for the fourth grade level in the Number Sense strand were accidentally omitted, and the standards were unknowingly approved while still containing the omission. The department will be requesting that the omitted performance descriptors be placed back into the fourth grade level Number Sense strand to correct the error.

The requested change will not affect the creation of the 2006 Dakota STEP test; however, it will affect the interpretation of the results, which includes the determination of proficiency levels.

RECOMMENDED BOARD ACTION: The Department of Education requests board approval of the addition of the missing performance descriptors from the November 2003 draft version of the Revised Math Content Standards to the performance descriptors for the fourth grade level Number Sense strand.

SUBJECT: Career & Technical Education Institutions program approval requests

BACKGROUND:

Associate of Applied Science Degree in Welding Technology - Lake Area Technical Institute

The Welding Technology diploma program has been one of LATI's most solid educational majors since the program's inception in 1980. The nine-month program trains welders for a wide variety of job opportunities in manufacturing and construction. Currently, graduates of the program receive a diploma in Welding Technology. LATI is requesting approval to add an optional Associate of Applied Science degree to the curriculum. This program would require an additional nine months of training.

Anticipated salaries/wage: Yearly range: \$19,400-\$32,400.

Job market potential: Annual job openings in South Dakota: 110.

Duplication: Similar program at WDTI.

Support of the other Tech Institutes: No objections.

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Associate of Applied Science Remote Resource Monitoring (Name may change for marketing purposes) - Western Dakota Technical Institute

This program will focus on the skill sets needed to remotely monitor resources such as water, fossil fuels, vital communications equipment, soil and other critical resources. The curriculum will focus on life-long learning, monitoring equipment installation and troubleshooting, data collection, and orienteering skills. The program is designed to leave room for industry specific skill sets such as hydrology and in-depth monitoring systems.

Graduates will obtain the skills necessary to work effectively in the field of Remote Resource Monitoring. Many will choose hydrology due to the current need and relationship with the USGS, but the program design will allow for easy transition to similar opportunities in other fields.

Anticipated salaries/wage: Related USFS hourly range estimate: \$9.49-\$12.51.

Job market potential: Industry support is strong. Verbal contact with many potential employers is very positive. Surveys for detailed employment have been distributed and will be summarized in the near future.

Duplication: No similar programs.

Support of the other Tech Institutes: No objections.

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Electroneurodiagnostic Technologist Program - SouthEast Technical Institute

Electroneurodiagnostic Technologists help physicians diagnose brain tumors, strokes, toxic/metabolic disorders, epilepsy and sleep disorders. They also measure the effects of infectious diseases on the brain, and determine whether individuals with mental or behavioral problems have organic impairments such as Alzheimer's disease. Furthermore, they determine

“cerebral” death, the absence of brain activity, and assess the probability of recovery from a coma. This is a two-year program requiring 94 credits. Projections are for a fall 2006 enrollment of 30 students.

Anticipated salaries/wage: North Central Regional Salaries yearly range estimate: \$42,493-\$49,171.

Job market potential: According following trends were reported in a survey by American Society of Electroneurodiagnostic Technologists, Inc:

- *46% of the respondents indicated that they had job openings, an increase from 35% in 2000.*
- *45% replied that the job openings were open for 6 months or longer.*
- *39% indicated they added technical staff in the past year. These figures indicate a growing need for technologists.*

Duplication: No similar programs.

Support of the other Tech Institutes: No Objections.

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Pharmacy Technician Program - SouthEast Technical Institute

The pharmacy technician program will train individuals to assist pharmacists with collecting, organizing, and evaluating information for direct patient care; reviewing medications use and managing departments; and receiving and screening prescription/ medication orders for completeness and authenticity. Students will learn about preparing medications for distribution and verifying the measurements, preparation and/or packaging of medications produced by other technicians. They will study distributing medications, assisting the pharmacist in the identification of patients who desire/require counseling to optimize the use of medications, equipment and devices. Finally, they will become adept at initiating, verifying, and assisting in the adjudication of and the collection of payment and /or initiating billing for pharmacy services and goods.

Anticipated salaries/wage: South Dakota Wage yearly range estimate: \$19,343-\$25,249

Job market potential: Demand is strong with a 29% increase within South Dakota.

Duplication: WDTI has a similar program but, does not object due to strong labor market demand.

Support of the other Tech Institutes: No objections.

RECOMMENDED BOARD ACTION: The career and technical institute directors request board approval of each of the proposed programs:

- Associate of Applied Science Degree in Welding Technology – Lake Area Technical Institute
- Associate of Applied Science Remote Resource Monitoring – Western Dakota Technical Institute
- Electroneurodiagnostic Technologist Program - SouthEast Technical Institute
- Pharmacy Technician Program - SouthEast Technical Institute

AGENDA ITEM: 24.0

SUBJECT: Board, commission, and committee reports

RECOMMENDED ACTION: No action necessary; information item only.

AGENDA ITEM: 25.0

SUBJECT: Date and time of next meeting

RECOMMENDED ACTION: The next regularly scheduled meeting is July 18-19, at the Ramkota River Centre in Pierre.

RECOMMENDED ACTION: Confirm the next scheduled meeting date.